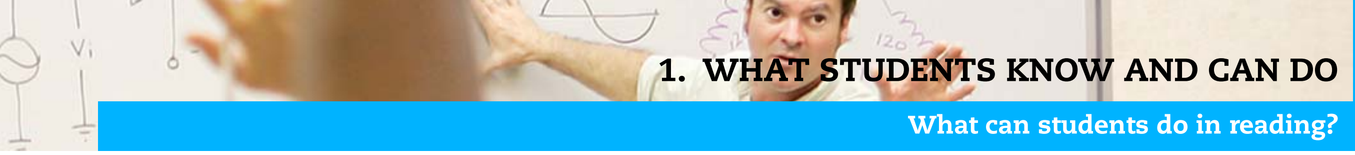
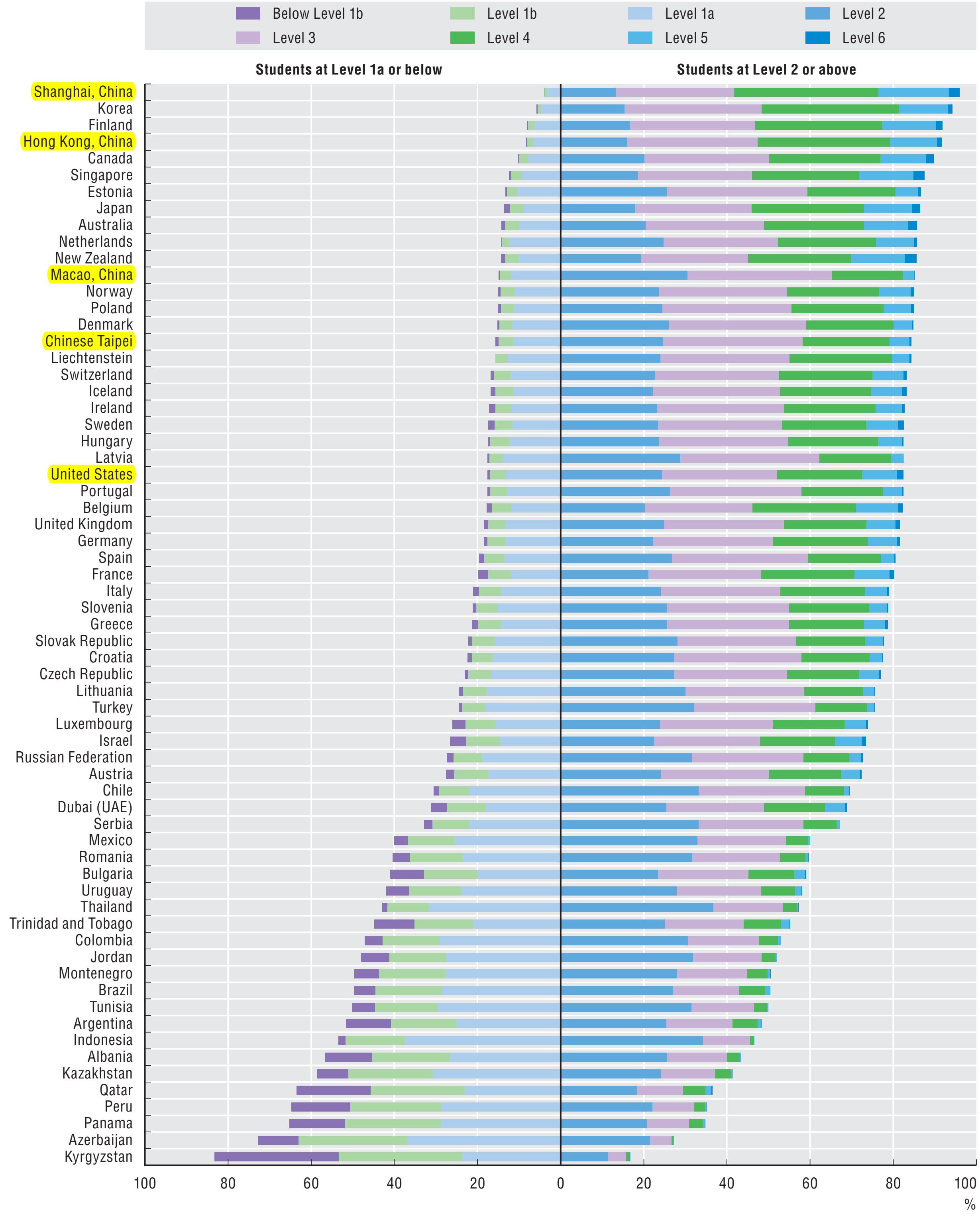


Figure 1.1. **How proficient are students in reading?**

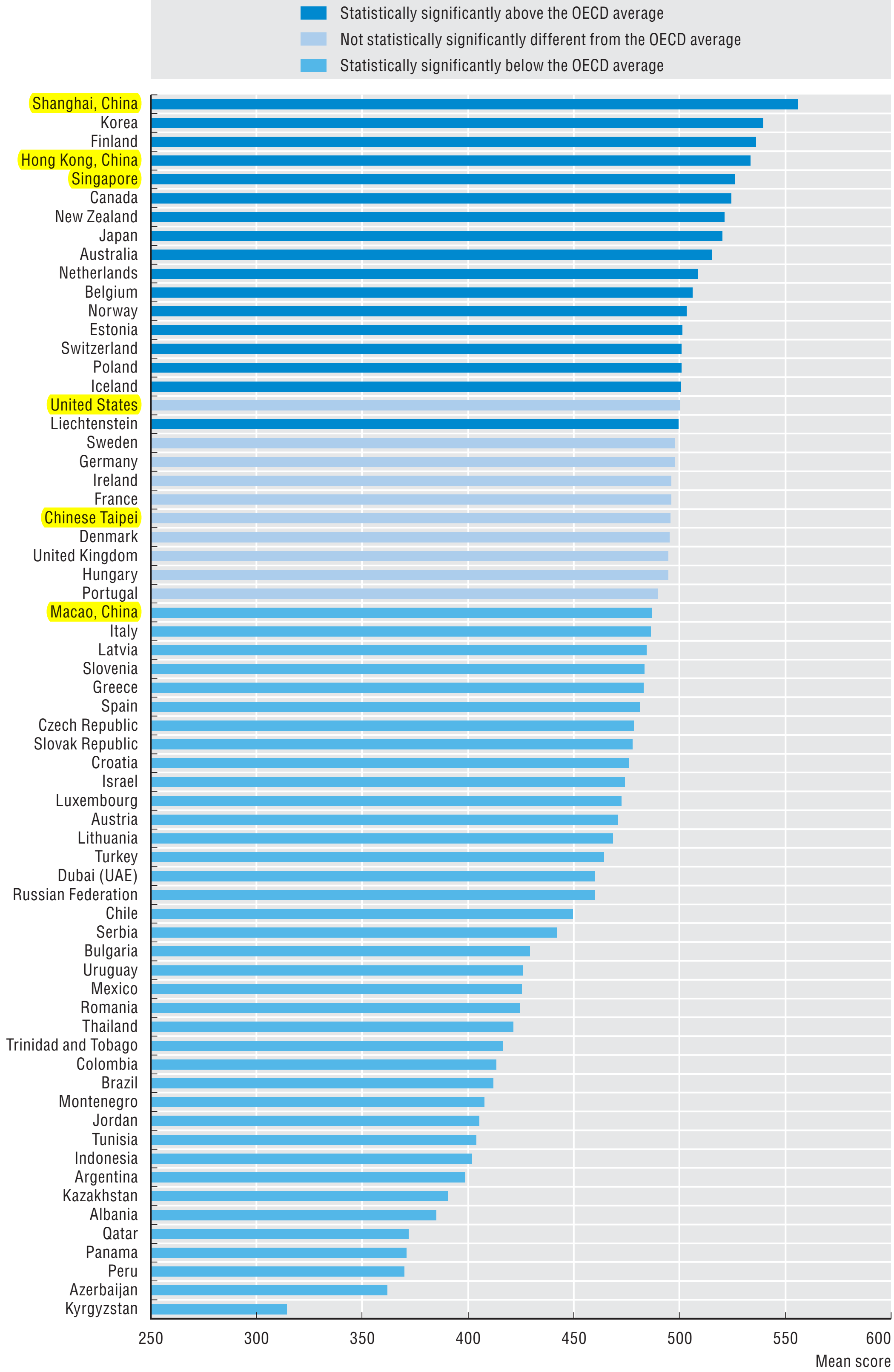
Percentage of students at the different levels of reading proficiency



1. Countries are ranked in descending order of the percentage of students at Levels 2, 3, 4, 5 and 6.

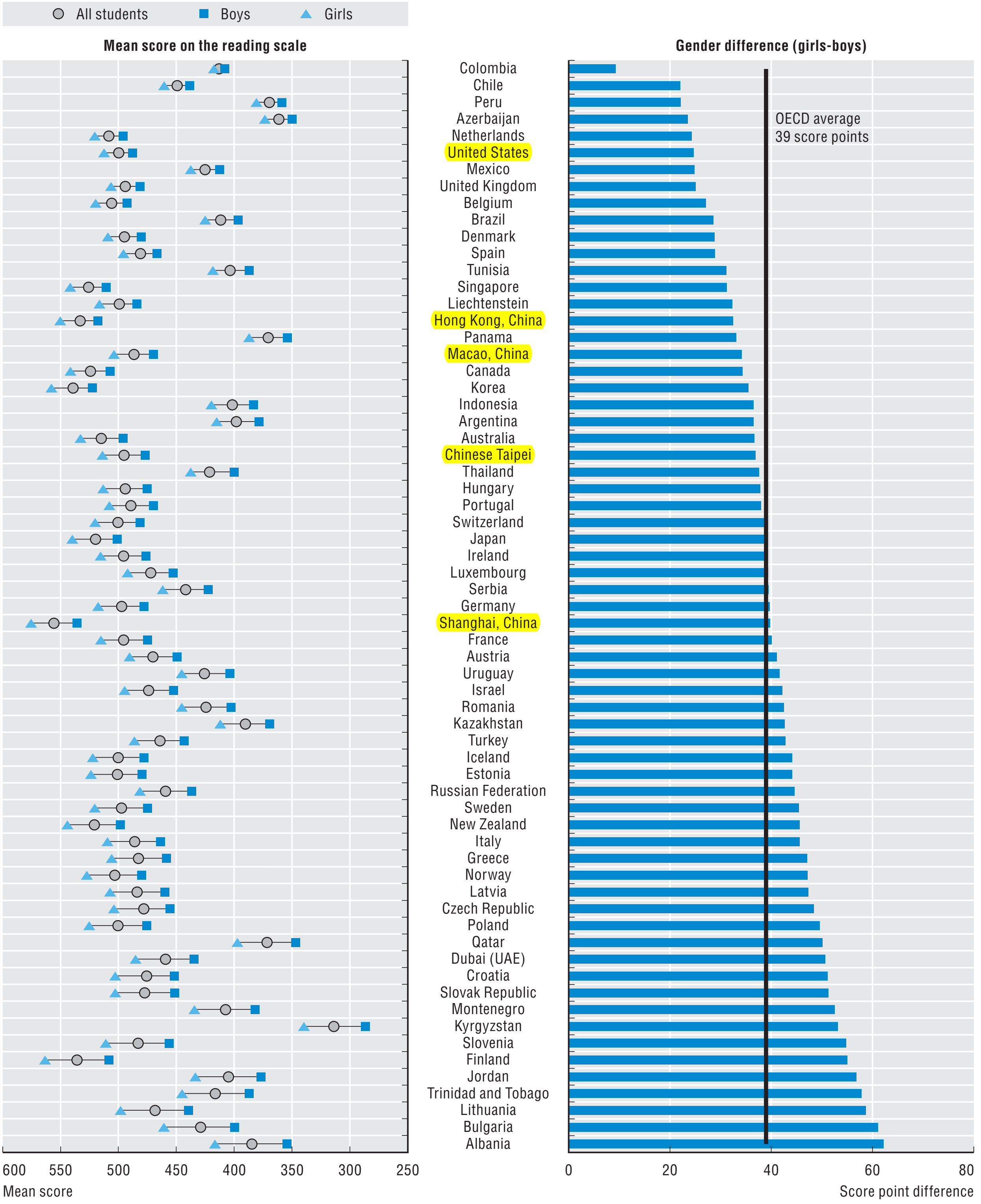
Source: OECD (2010), *PISA 2009 Results, Volume I, What Students Know and Can Do: Student Performance in Reading, Mathematics and Science*, Figure I.2.14, available at *http://dx.doi.org/10.1787/888932343133*.

Figure 1.2. **Comparing performance in reading**



Source: OECD (2010), *PISA 2009 Results, Volume I, What Students Know and Can Do: Student Performance in Reading, Mathematics and Science*, Figure I.2.15, available at *http://dx.doi.org/10.1787/888932343133*.

Figure 1.3. **Gender differences in reading performance**

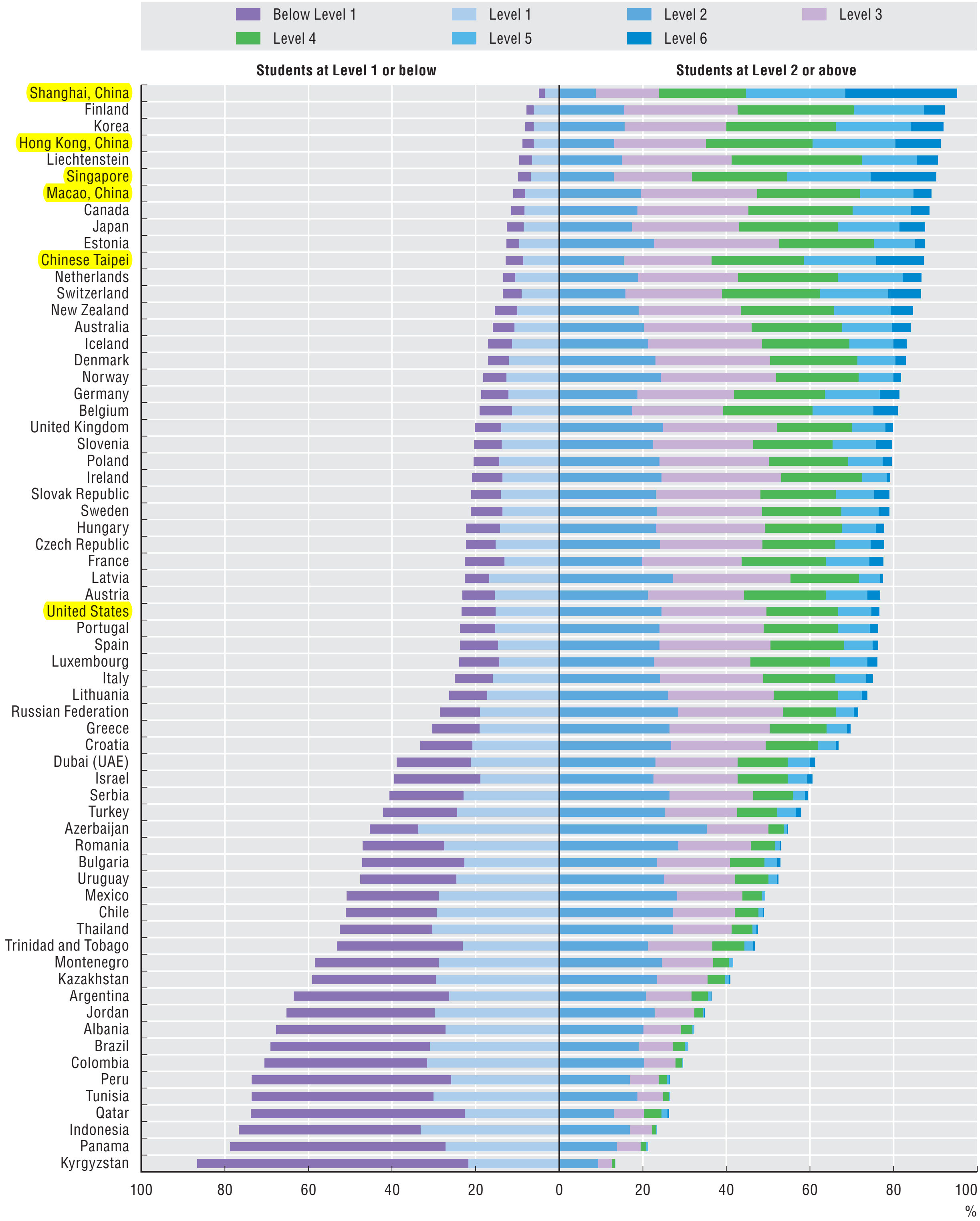


Note: All gender differences are significant (see Annex AX). Countries are ranked in ascending order of the gender score point difference (girls-boys).

Source: OECD (2010), *PISA 2009 Results, Volume I, What Students Know and Can Do: Student Performance in Reading, Mathematics and Science*, Figure I.2.17, available at *http://dx.doi.org/10.1787/888932343133*.

Figure 1.4. **How proficient are students in mathematics?**

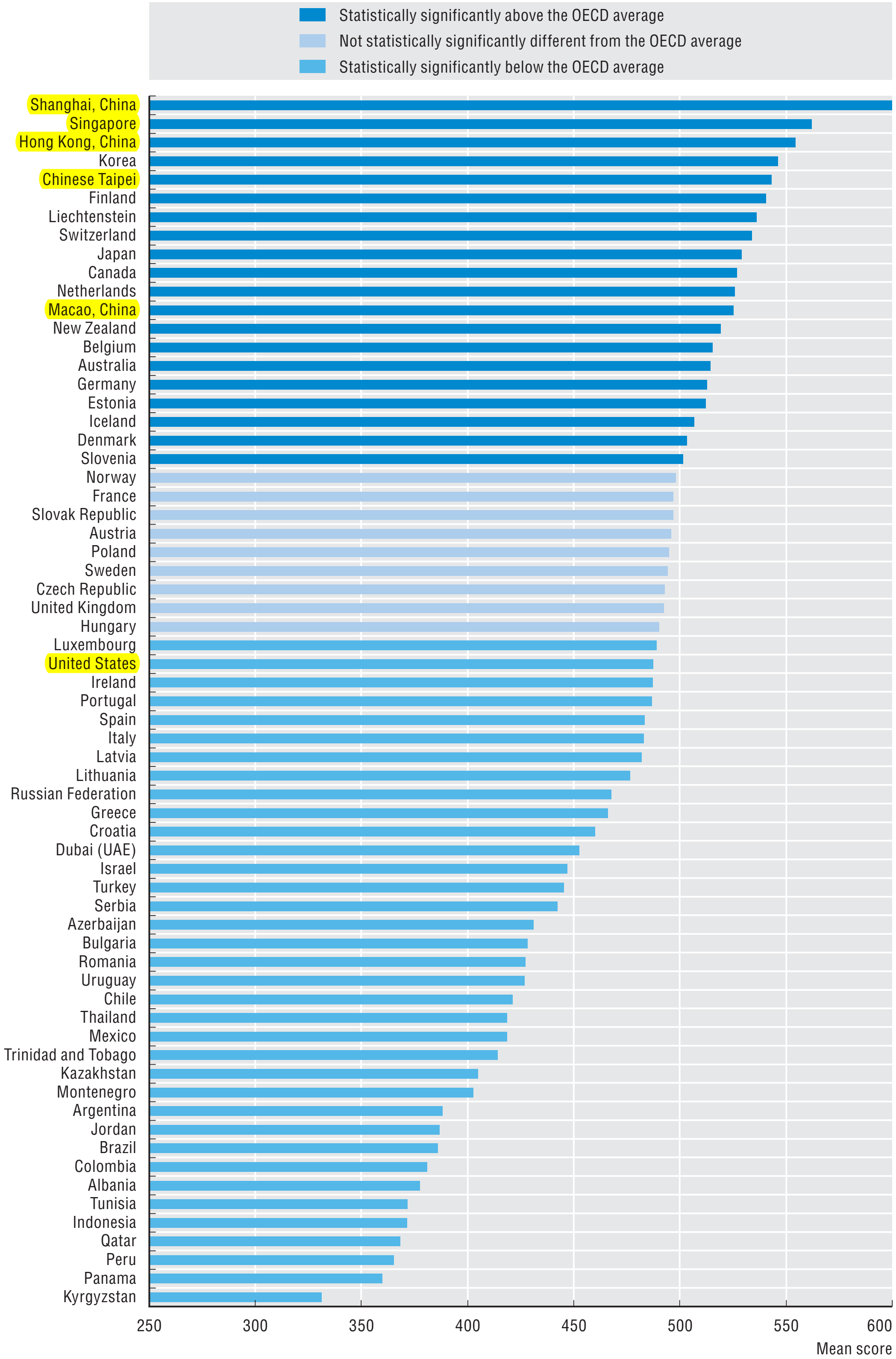
Percentage of students at the different levels of mathematics proficiency



Note: Countries are ranked in descending order of the percentage of students at Levels 2, 3, 4, 5 and 6.

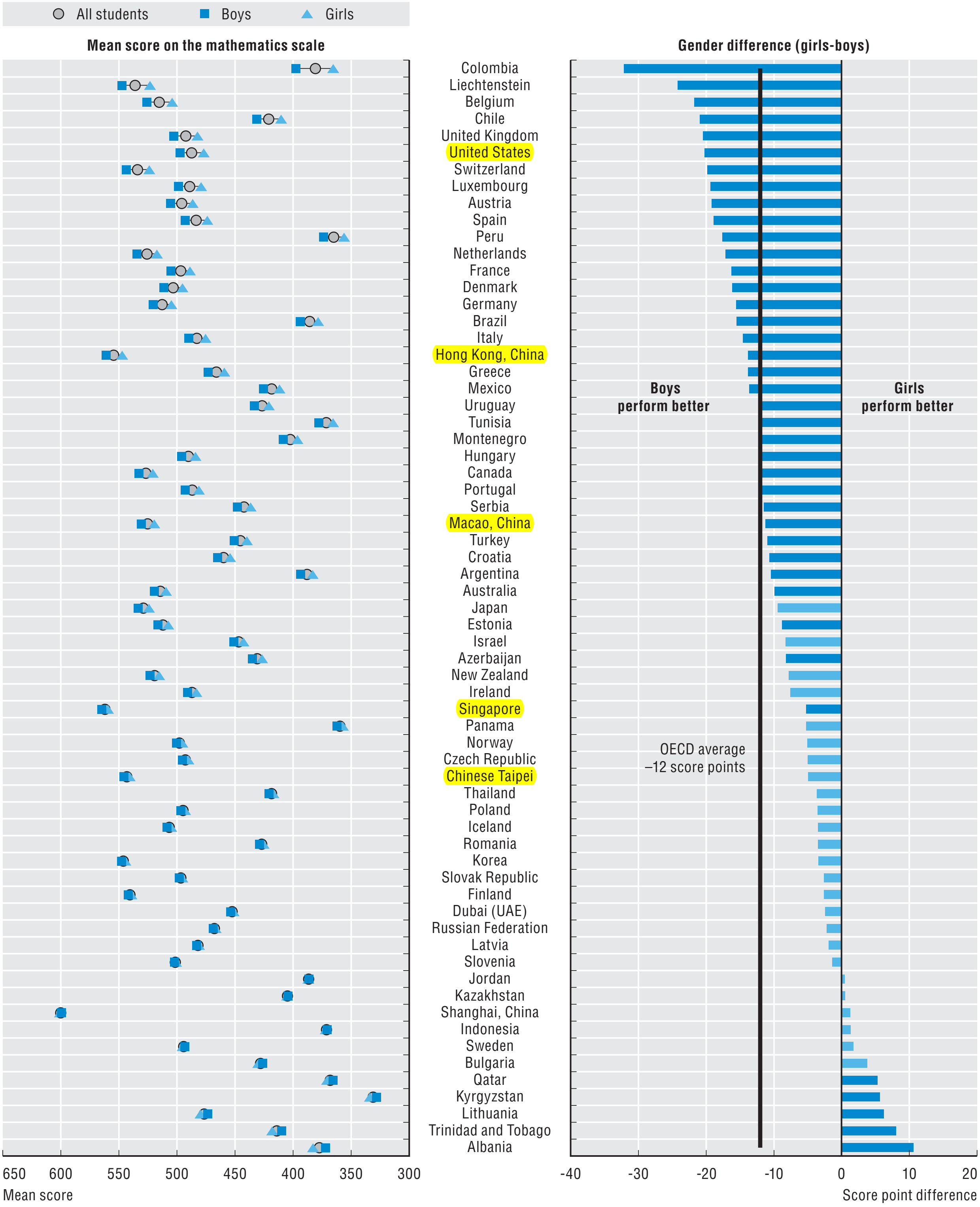
Source: OECD (2010), *PISA 2009 Results, Volume I, What Students Know and Can Do: Student Performance in Reading, Mathematics and Science*, Figure I.3.9, available at *http://dx.doi.org/10.1787/888932343152*.

Figure 1.5. **Comparing performance in mathematics**



Source: OECD (2010), *PISA 2009 Results, Volume I, What Students Know and Can Do: Student Performance in Reading, Mathematics and Science*, Figure I.3.10, available at *http://dx.doi.org/10.1787/888932343152*.

Figure 1.6. **Gender differences in mathematics performance**

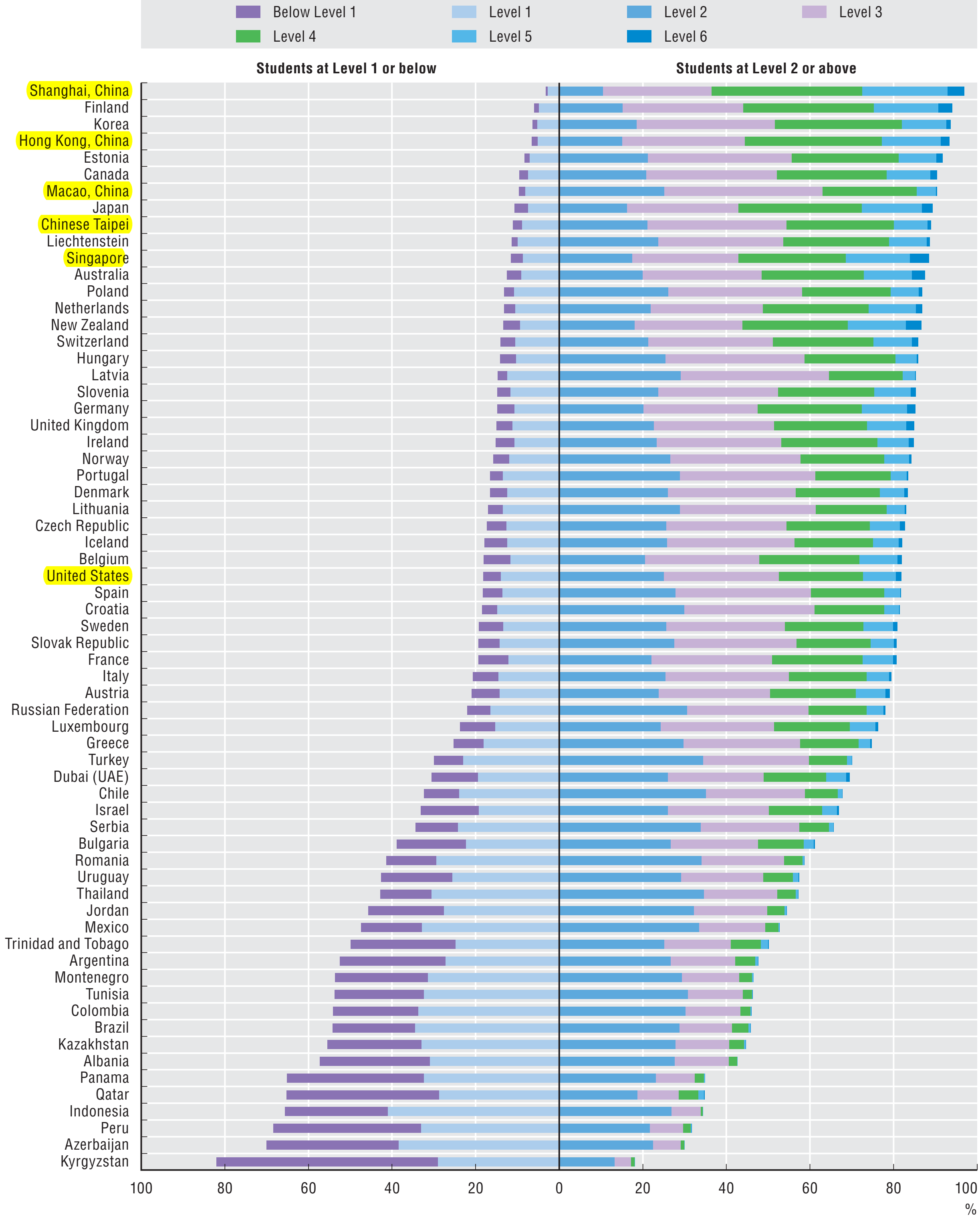


Note: Statistically significant gender differences are marked in a darker tone (see Annex A3). Countries are ranked in ascending order of the score point difference (girls-boys).

Source: OECD (2010), *PISA 2009 Results, Volume I, What Students Know and Can Do: Student Performance in Reading, Mathematics and Science*, Figure I.3.12, available at *http://dx.doi.org/10.1787/888932343152*.

Figure 1.7. **How proficient are students in science?**

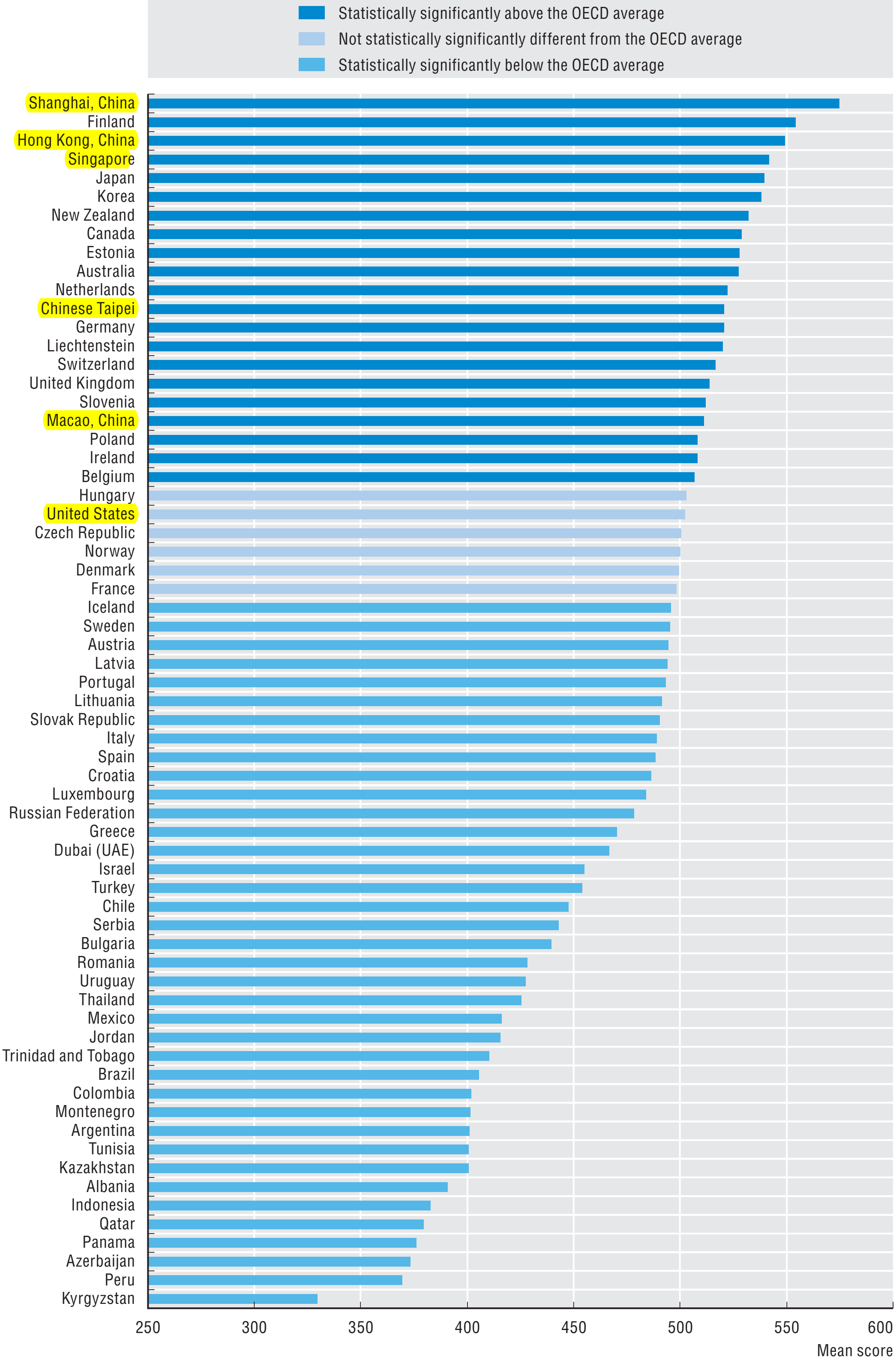
Percentage of students at the different levels of science proficiency



Note: Countries are ranked in descending order of the percentage of students at Levels 2, 3, 4, 5 and 6.

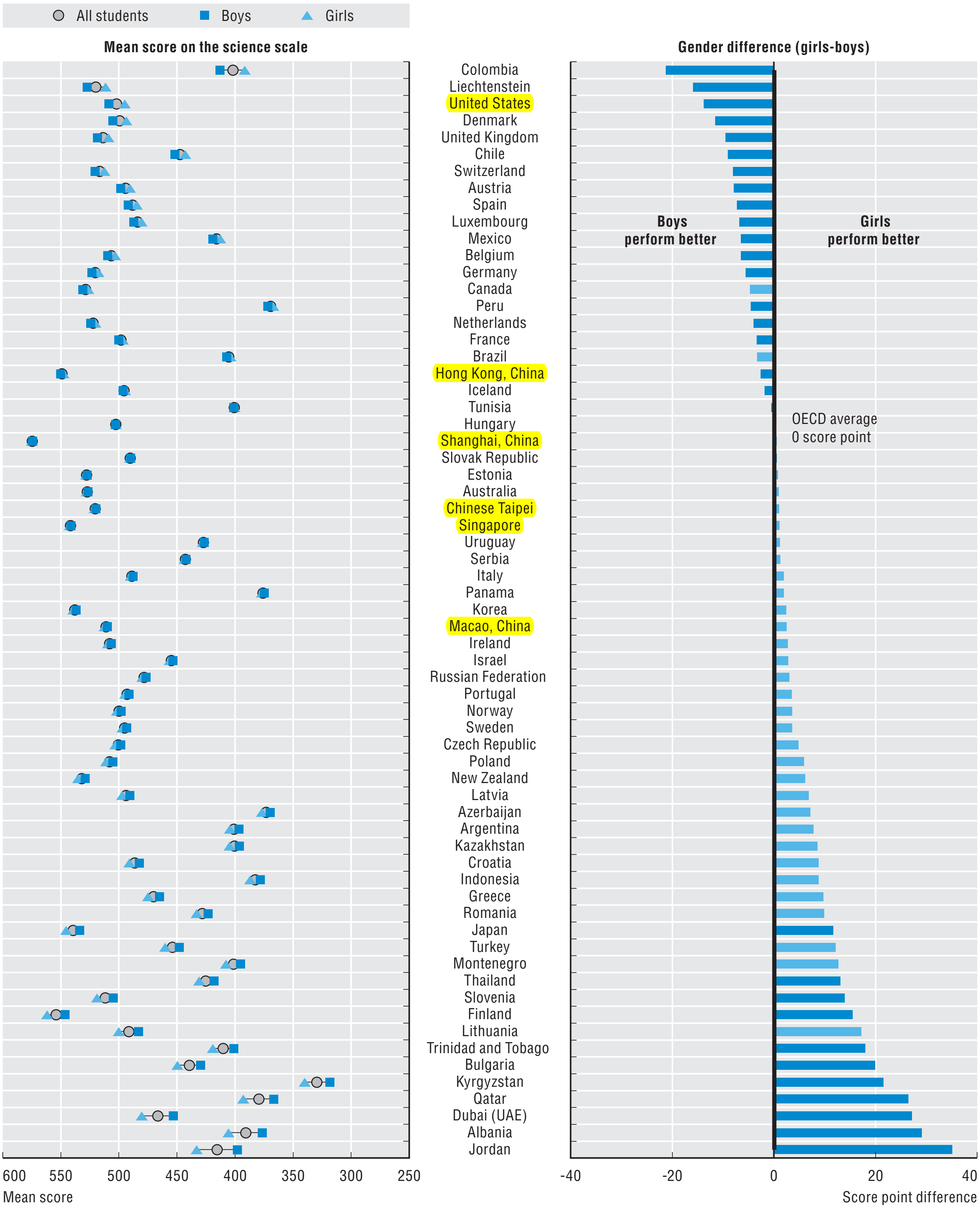
Source: OECD (2010), *PISA 2009 Results, Volume I, What Students Know and Can Do: Student Performance in Reading, Mathematics and Science*, Figure I.3.20, available at *http://dx.doi.org/10.1787/888932343152.*

Figure 1.8. **Comparing performance in science**



Source: OECD (2010), *PISA 2009 Results, Volume I, What Students Know and Can Do: Student Performance in Reading, Mathematics and Science*, Figure I.3.21, available at *http://dx.doi.org/10.1787/888932343152*.

Figure 1.9. **Gender differences in science performance**



Note: Statistically significant gender differences are marked in a darker tone (see Annex A3). Countries are ranked in ascending order of the score-point difference (girls-boys).

Source: OECD (2010), *PISA 2009 Results, Volume I, What Students Know and Can Do: Student Performance in Reading, Mathematics and Science*, Figure I.3.23, available at *http://dx.doi.org/10.1787/888932343152*.

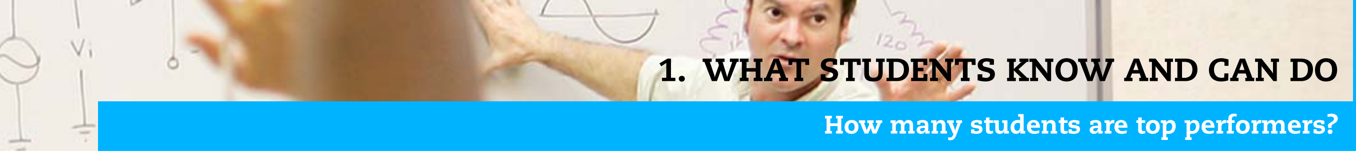
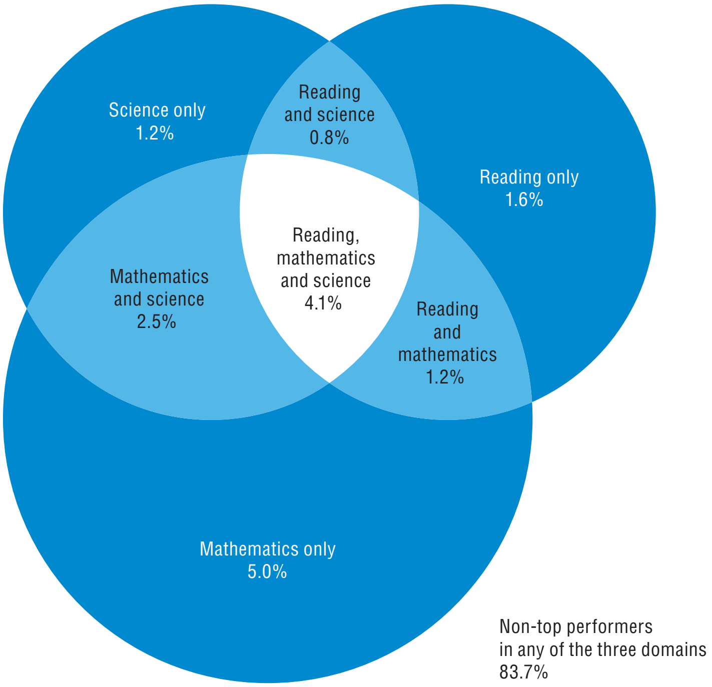


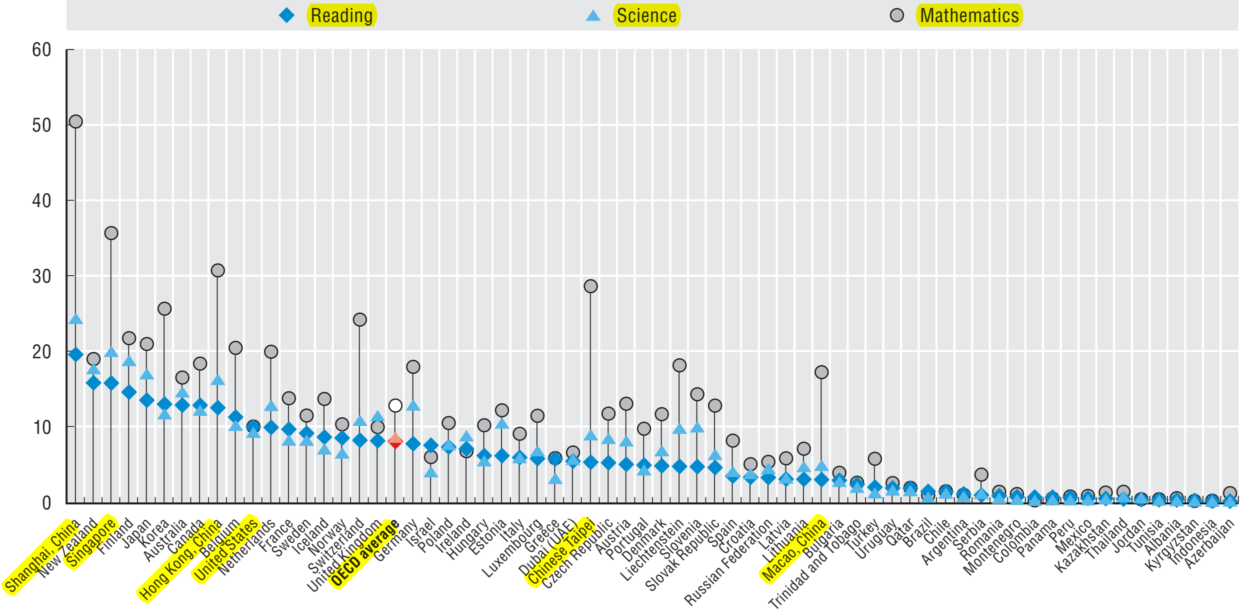
Figure 1.10. **Overlapping of top performers in reading, mathematics and science on average in the OECD**



Source: OECD (2010), *PISA 2009 Results, Volume I, What Students Know and Can Do: Student Performance in Reading, Mathematics and Science*, Figure I.3a, available at *http://dx.doi.org/10.1787/888932343152*.

Figure 1.11. **Top performers in reading, mathematics and science**

Percentage of students reaching the two highest levels of proficiency



Note: Countries are ranked in descending order of the percentage of top performers in reading (Levels 5 and 6).

Source: OECD (2010), *PISA 2009 Results, Volume I, What Students Know and Can Do: Student Performance in Reading, Mathematics and Science*, Figure I.3a, available at *http://dx.doi.org/10.1787/888932343152*.